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ABSTRACT

Guidelines for North Carolina public schools that are interested in developing and submitting plans for outcome-based education (OBE) pilot programs for the years 1993-94 and 1996-97 are offered in this document. The OBE program is based on the premise that all students can learn and focuses on the expectations for achievement necessary for students to function successfully after public school education. Following a message from the state superintendent, the relationship between OBE pilot programs and the performance-based accountability program (B-PAP) is described. Information on assistance resources, plan submission, and the review process is also provided. The majority of the document offers guidelines for plan development. Individual sections provide information on the following areas: (1) basic components and information to be included in the OBE plan; (2) the OBE criteria and related legislation; (3) how to develop an OBE evaluation plan; (4) how to complete requests for waivers; (5) how to develop timelines; and (6) how to develop the budget. Appendices contain a criteria checklist, an OBE legislative requirements checklist, forms, authorizing legislation for 1991 and 1992, and draft state exit outcomes. (LMI)

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Outcome-Based Education Pilot Program

Guidelines for Developing Plans

1993-94 to 1996-97

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November 1992

North Carolina Department of Public Instruction
Bob Etheridge, Superintendent

Research and Development Services
Division of Development Services

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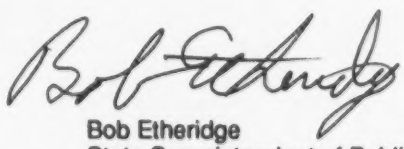
Message from the State Superintendent

The Outcome-Based Education Pilot Program is based on the premise that all students can learn and succeed and guided by the mission for North Carolina's public schools: "to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential." The goal of the program is to demonstrate the effectiveness of outcome-based education. The program will focus on expectations for achievement necessary for students to function successfully after public school education. These expectations will include the knowledge, skills, and attitudes students will develop through individual and developmental progress reflecting varied student learning growth and styles and are consistent with the national education goals. As a result of this program, students will be prepared as competent citizens of the 21st Century.



Bob Etheridge
State Superintendent of Public Instruction

Relationship Between Outcome-Based Education and Performance-Based Accountability Program

Outcome-Based Education (OBE) pilot systems have the option to participate in Performance-Based Accountability Program (P-BAP) or not.

If OBE pilot systems choose not to participate in P-BAP, they

- will be subject to the opportunity standards of the State Accreditation Program, and
- will not be eligible for differentiated pay.

If OBE pilot systems choose to participate in P-BAP, they will be subject to the requirements of both programs with the following modifications:

1. OBE pilot systems may choose to submit one plan for both programs.
2. The combined plan shall be submitted through the OBE approval process.
3. Waivers shall be submitted through the OBE approval process and may include both system and school level waivers.

4a. Under P-BAP, staff at the local school level are to vote on school improvement plans and the differentiated pay plan.

4b. Under OBE, school level staff are to vote to approve their local OBE Pilot Plan. Any subsequent plan modifications shall also be approved by LEA personnel.

5. OBE pilot systems seeking waivers from the State Accountability Program will have to propose an alternative accountability system. Automatic waivers will not be granted. The alternative accountability system will have to be approved by the State Board of Education.

Generally, pilot systems are to follow the requirements specified in the document, Performance-Based Accountability Plan: Developing a Systemwide School Improvement Plan, except as specified above or as specifically excepted elsewhere in these guidelines. The P-BAP guidelines will not be referenced in the subsequent sections of this document except where considered necessary for clarity.

Systems combining the P-BAP and the OBE plans should incorporate all forms and assurances required for P-BAP in the OBE plan submitted.

Plan Development Overview

The OBE pilot programs are encouraged to be innovative, and it is the intent of the Department of Public Instruction to provide maximum flexibility for the pilot programs. In that spirit, these Guidelines include:

(1) basic components and information to be included in the OBE plans,
(2) information to assist the pilot sites in the processes of developing and submitting plans with necessary components and forms, and
(3) copies of authorizing legislation.

Groups Involved in Development of Plans

According to the legislation:

(1) "Teachers and principals shall have a major role in development of local projects." [.14(c) (5)]
(2) "A majority of the teachers and principals who will participate in the pilot project shall approve the...plans for the local program before they are submitted to the Department of Public Instruction." [.14(c) (6)]
(3) "Annual reports describing program goals, activities, and accomplishments shall be made available to the public." [.14(c) (8)]

(The P-BAP legislation specifies the type and amount of involvement of certain groups.)

Plan Content

Local OBE Plans shall contain the items listed in Section 1 on page 7.

Assistance with OBE Plan

If You Have Questions About...	Contact...
Local Plans/Pilot Activities: Elizabeth City/Pasquotank County Vance County Alamance/Granville/Johnston Consortium	Judy S. White (919) 733-4591 or TAC Director
Local Plans/Pilot Activities: Mooresville/Madison Consortium Charlotte-Mecklenburg County Polk County	L. Delores (Dee) Brewer (919) 733-4591 or TAC Director
Budget	William F. (Bill) McGrady (919)733-4591
Evaluation	Joseph F. (Joe) Haenn (919) 733-4591
Accreditation	John Hawes (919) 733-3809
Assessment	William J. Brown (919) 733-3809

Assistance with P-BAP

If You Have Questions About...	Contact...
Any aspect of the systemwide plan	Technical Assistance Center Director Raleigh TAC - (919) 733-1136 Northeast TAC - (919) 792-5166 Northwest TAC - (919) 667-2191 Southeast TAC - (919) 577-8920 Southwest TAC - (704) 392-0378 Western TAC - (704) 648-9424
The submission, review, and approval process	Roger Schurrer (919) 733-4787
Differentiated pay plans	Bob Boyd (919) 733-9230
Waivers for P-BAP	Roger Schurrer (Program Services) (919) 733-4787 Ben Matthews (Financial Services) (919) 733-7565 Bob Boyd (Personnel Services) (919) 733-9230
Developing or reporting student performance goals and milestones	John Hawes (919) 733-3809)

Critical Dates for Plan Submission

November 23, 1992	DPI disseminates plan format.
January 1993	Designated DPI staff review progress on pilot plans.
No later than March 15, 1993	LEAs submit plans for DPI review.

Timelines for the entire OBE Pilot Project process are detailed in Section 5 of this packet.

Plan Submission

On or before March 15, 1993, make 10 copies of the plan document. Forward one (1) copy to the appropriate Technical Assistance Center and submit nine (9) copies of the plan to:

Division of Development Services
NC. Department of Public Instruction
301 N. Wilmington Street*
Raleigh, North Carolina 27603

Plans must be received at the Department of Public Instruction in Raleigh by 5:00 p.m. on or before Monday, March 15, 1993. Hand-delivered plans will be accepted in the First Floor Reception Area, Education Building, 301 N. Wilmington Street, until 5:00 p.m. **FAX copies will not be accepted.**

*By March 1993, DPI will be housed in the new Education Building.

Review Process

The Department of Public Instruction (DPI) will appoint a review team representing the major areas of the Department. These teams will review and evaluate local pilot plans against the plan criteria, recommend any changes to pilot sites and subsequent approval to the Superintendent of Public Instruction. The State Superintendent will transmit his recommendations to the State Board of Education.

PLAN DEVELOPMENT

Section 1: What OBE Pilot Plans Are to Include

- **Cover Page** - Local OBE Pilots shall provide required information on the cover page of their plan. (See page 34.)

- **Assurances** - Local superintendents and local board of education chairs shall sign the assurances form certifying that:

  — they have used state adopted student expectations and graduation proficiencies to develop their local plans.
  — they have involved administrators and teachers in the development of the plans.
  — a majority of teachers and principals participating in the project have approved local plans, including waiver requests.
  — they will provide specified data for the formative and summative evaluation of the project.
  — any plan amendment or modification has been approved by vote.

  (See pages 35-36.)

- **Body of the Plan** - Local OBE pilot systems may determine the format for their local plans; however, the following shall be included in those plans:

- **OBE/Change Criteria** - Local OBE Plans shall clearly show that they are built around the OBE criteria and change criteria. The checklist provided in Appendix A may be used as an advance organizer to develop local plans, as a final checklist to ensure that each of the OBE criteria is addressed by local plans, and shall be submitted with local plans to aid reviewers. (See pages 27-29)

- **Legislative Requirements** - Local OBE plans shall clearly indicate how they will deal with all legislative requirements. The checklist provided in Appendix B may be used as an advance organizer to develop local plans, as a final checklist to ensure that each of the legislative requirements is addressed in local plans, and should be submitted with local plans. (See pages 31-32.)

- **Level of Plan Detail** - Local OBE Plans shall describe the OBE model they will implement, goals, methods and strategies, target groups, persons responsible, and as appropriate, timelines for completion dates.

- **Evaluation Plan** - Local OBE Plans shall describe how they will evaluate their pilot project.

- **Waivers** - Local planners may request waivers from statute or regulation and shall specify how those waivers will be necessary to implement their pilot project, using the form on page 37.

- **Time Span** - Local OBE Plans shall cover implementation of an OBE pilot program for the years 1993-94, 1994-95, 1995-96, and 1996-97. Major activities shall be indicated on a timeline. An example is given on page 23.

- **Budget** - Local planners shall develop a budget for 1993-94 using the form on page 38. All budget items must be necessary to implement the OBE pilot project. Budgets for subsequent years will be submitted **annually on or before March 15**.

- **Note for Consortia** - OBE Plans from Consortia are to contain a narrative overview detailing philosophy, common goals, plans, and activities that bind the sites together as a consortium, as well as individual plans from member sites, using these guidelines.

Section 2: OBE and Change Criteria and Related Legislation

Perspective for Using the Criteria

This section contains the eleven criteria to be used in developing the OBE plan and their related legislative requirements. These criteria are based on criteria originally established by the Network for Outcome-Based Schools and High Success Network on Outcome-Based Education. The eleven criteria have been grouped into two categories: six OBE criteria and five change criteria. In using the list of OBE and change criteria to develop the plan, it is important (a) to stay focused on the purpose of the legislation and (b) to have a clear vision and mission that drives the plan.

The purpose of Outcome-Based Education legislation [G.S. 115C-238.12 et. seq.] in North Carolina is to provide structure and support for selected pilot sites to develop, implement and evaluate innovative programs and structures that establish high expectations for all children and maximize learning success for all students on the performance of exit outcomes and graduation proficiencies. The OBE legislation focuses on using the outcome-based framework to change current schooling purposes, processes, and practices. The legislation does not prescribe any specific OBE model or program. In developing its local plan, each local pilot shall select the outcome-based education model to be followed and shall determine the instructional programs and strategies used to develop student proficiencies at its site based on the criteria and legislative requirements outlined in this section.

The Six OBE Criteria

The primary intent of the six criteria in this section is to provide broad parameters while ensuring an OBE framework based on state-adopted exit outcome and graduation proficiencies. Following is the list of draft OBE criteria with their associated legislative requirements. Plans shall indicate how each of the legislative requirements will be incorporated in implementation of the OBE plan. (Use checklists in Appendices A and B as advance organizers and checklists and submit with local plans.)

1. A vision and a collectively endorsed local mission statement that reflect staff commitment to:

   a. Achieving learning success for all students on significant, future-driven exit outcomes that are essential to future success as students and adults;
   b. Implementing conditions and strategies that maximize all students' opportunities for success on these exit outcomes; and
   c. High expectations for all students.

Note: Vision is an inspiring, comprehensive description of what schooling will ultimately be like. Mission states the essential purpose of schools and is based on organizational values and beliefs. The vision and mission, based on the beliefs and values of the local community, drive the entire planning and implementation process and shall, therefore, be carefully derived.

2. Clearly defined, publicly derived state-adopted exit outcomes and high school graduation proficiencies that:

   a. Directly reflect the knowledge, competencies, and skills needed to be successful in the 21st century, and
   b. All students successfully demonstrate before they graduate.

See Appendix F for draft State Exit Outcomes.

Related Legislative Requirement:

"The State Board of Education shall adopt expectations for student achievement, necessary for students to function successfully in the next century. These expectations shall be consistent with national education goals recommended by the National Governor's Association in 1990. The State Board of Education...shall adopt proficiencies that are required for graduation from high school. These expectations and proficiencies...shall be used by the sites to develop their local outcome-based education projects."

"The proficiencies that are required for graduation from high school may include:

(1) Writing - High school graduates will be able to organize complex, demanding, and extended subject matter clearly and effectively. They will produce structured writings in which relationships between successive paragraphs are signaled by connective words and phrases. They will punctuate their writing so that meaning and structure are clear.

(2) Reading - High school graduates will be able to make independent and discriminating selections from a range of reference materials; retrieve information from those materials using techniques such as skimming; and evaluate and synthesize information from different parts of a text or different texts.

(3) Mathematics - High school graduates will be able to present a set of complex data in a simplified form using a variety of diagrams and graphs."

[.13(b)(1)(2)(3)]

3. A tightly articulated curriculum framework of outcomes and performances that:

   a. Is derived directly from these significant, future-driven exit outcomes;
   b. Integrates knowledge, competencies, and skills across domains of learning; and
   c. Directly facilitates achieving the exit outcomes.

4. A system of instructional decision making and delivery that consistently:

   a. Assures successful demonstration of all outcomes and performances for all students;
   b. Makes needed instruction available to students on a timely basis throughout the year;
   c. Employs a rich diversity of methods and strategies that encourage all students to be challenged and successful; and
   d. Deliberately provides more than one uniform, routine chance for students to be successful, even after regular reporting periods have ended.

Related Legislative Requirement:

"Each local school administrative unit shall determine the instructional programs and strategies used to develop student proficiencies at its site." [.15(c)]

"Computer assisted, personal education plans shall be available for every student." [.14 (c) (3)]

Related Legislative Requirement (continued)

"Programs shall provide each student a school-based adult advocate to foster self-esteem, protect learning options, ensure that student needs are being met and ensure that students are being treated equitably." [.14 (c) (7)]

5. A system of instructional placement, grouping, and eligibility that consistently:

   a. Provides all students access to challenging curriculum and learning experiences;
   b. Enables all students to advance through the curriculum whenever they can successfully demonstrate essential performance prerequisites; and
   c. Fosters inclusion of all students and discourages tracking based on aptitude test scores, quotas, comparative grading, and other bell-curve approaches to instructional placement.

Related Legislative Requirement:

"Students shall be allowed to progress at different rates; however, expectations for progress shall be based on the goal that all students master the proficiencies required for high school graduation." [.14 (c) (3)]

"The program shall ensure that all students have access to a common core of knowledge and that all students are treated equitably." [.14 (c) (1)]

"Parents and guardians shall be involved in a student's selection of high school completion options." [.14 (c) (4)]

6. A criterion-based, consistently applied system of assessments, performance standards, student credentialing, and reporting that:

   a. Is tightly aligned with exit outcomes and proficiencies;
   b. Emphasizes applied learning in relevant, life-role contexts;
   c. Encourages students to attain high performance levels on everything they pursue;
   d. Documents what students do successfully whenever they are able to do it;
   e. Enables student advancement based on demonstrations of competence and not on arbitrary systems such as lock-step grade levels based on age and time;
   f. Enables students to demonstrate and receive full credit for improved learning on a timely basis any time prior to graduation; and
   g. Prevents and avoids harmful comparisons among students.

Related Legislative Requirement:

"Student advancement shall be based on the mastery of the proficiencies adopted by the State Board of Education..." [.14 (c) (2)]

"Student advancement shall be determined by school based personnel assigned to oversee the instructional program of a group of students." [.15 (c)]

"...teachers shall determine when the proficiencies of a group of students are assessed; provided, however, state-administered tests shall be used to test proficiencies at a site no more than four times a year." [.15 (c)]

Related Legislative Requirement (continued):

"Local pilot sites shall develop and implement accountability models designed to measure student outcomes. The plans shall include the use of tests available through the State's testing program. Accountability models shall be part of the site plans submitted to the State Board for approval." [.18 (c) (1)]

"Local projects may include model accountability programs that meet the needs of the project sites. To the extent that the State Board of Education finds that these accountability programs provide sufficient data for oversight, they may be used instead of other state-mandated programs." [.15 (e)]

The Five Change Criteria

Since OBE is not an extension of the past but a path to the future, principles of change shall be addressed in the OBE plan. Therefore, pilots must establish a climate for change and plan to facilitate and manage that change. Sites shall explain how the components of change will be addressed throughout implementation with individuals, the organization, and the community. The change process needs to be planned, structured, focused, and evaluated. Following is the list of change criteria with their associated legislative requirements.

7. Procedures for establishing and maintaining collective ownership of OBE and appropriate empowerment of all staff that:

   a. Provide for the involvement and investment of the organization and the public in the vision, mission, and outcomes;
   b. Build the commitment of administration and staff necessary to gain approval of the plan; and
   c. Foster effective leadership styles and systems of management that empower staff in roles and responsibilities necessary to implement OBE.

Related Legislative Requirement:

"Teachers and principals shall have a major role in the development of local projects." [.14 (c) (5)]

"A majority of the teachers and principals who will participate in the pilot project shall approve the...plans for the local program before they are submitted to the Department of Public Instruction." [.14 (c) (6)]

"Annual reports describing program goals, activities, and accomplishments shall be made available to the public. The reports shall contain specific information regarding the contributions of teachers, administrators, and local board of education to the program, and to student progress under the program." [.14 (c) (8)]

8. A plan for building the capacities of all personnel that will, on a systematic basis:

   a. Develop understanding of OBE concepts, related roles, and necessary changes for effective performance; and
   b. Provide for professional growth and improvement within and throughout the system.

Related Legislative Requirement:

"Local projects shall include plans to train and retrain teachers, administrators and school board members to implement the projects." [.15 (f)]

"These funds shall be used (i) for staff development activities, including planning activities, for teachers, administrators, and school board members, (ii) to pay substitute teachers while teachers are engaged in staff development activities, (iii) to pay 10-month employees for participating in staff development activities, including planning activities during the summer..." [.19 (b)]

9. Support structures that will facilitate and promote the implementation of a comprehensive outcome-based education system with consideration given to potential changes in:

   a. Policies, regulations, and procedures;
   b. Instructional and support personnel roles;
   c. Organizational hierarchy and decision making;
   d. Communication network that anticipates and solves problems;
   e. Human resource practices of recruitment, selection, performance appraisal, and out-counseling of personnel; and
   f. Finance and budget.

Related Legislative Requirement

"Each local school administrative unit shall set forth in its plan, with specificity, those aspects of the plan that would be enhanced by flexibility with regard to statutes and regulations...so long as the projects and activities are carried out within total funds available for that purpose, and...the State Board of Education does not find that the flexibility is being abused." [.15 (d)]

10. A climate conducive to the implementation of an effective OBE system that:

   a. Expects students and staff to perform at high quality levels;
   b. Fosters staff team work and integrated role functions across traditional areas;
   c. Establishes norms and values that recognize and reward innovation, flexibility, risk-taking, and growth;
   d. Promotes pride in individuals, the system, and success; and
   e. Creates an atmosphere of freedom and creativity in the pursuit of successful student learning.

11. An ongoing system of program improvement and accountability that:

   a. Provides for systematic monitoring and appraisal of the change process and OBE implementation;
   b. Guides responsive decision making and adjustments in policy, personnel, and program practices;
   c. Tracks indicators of program and system effectiveness; and
   d. Holds staff accountable for the results of their decisions and practices within the framework of an encouraging climate and culture.

Related Legislative Requirement:

"Local projects may include model accountability programs that meet the needs of the project sites. To the extent that the State Board of Education finds that these accountability programs provide sufficient data for oversight, they may be used instead of other state-mandated programs." [.15 (e)] (See "Establishing student performance goals and milestones," Developing a Systemwide School Improvement Plan, October 1, 1992, pp. 9-13.)

Section 3: Developing an OBE Evaluation Plan

The Evaluation Plan - an Ongoing System of Program Improvement

Any successful outcome-based evaluation program will have an ongoing system of program improvement in place. Essential to this system will be a mechanism to collect and use information about the process and summative outcomes of the program. The Request for Proposal for OBE pilots allocated 15 percent of its evaluative criteria to Evaluation and Dissemination, underscoring the importance of evaluation to OBE pilot programs:

> "Because the process [OBE model] should produce significant modifications and adjustments to existing practices and structures, systematic formative evaluation procedures will enhance the development of the plan, as well as ensuring that the goals are achieved. A description of the process for developing a program evaluation plan should be included. In addition, plans for sharing results of the project with the public should be described. At a minimum, the annual reports shall describe program goals, activities, and accomplishments." (RFP, pp.10-11)

Evaluation Roles and Responsibilities

Department of Public Instruction

As stated by the RFP (p.7), "Formative evaluation of the program at each site will be a joint responsibility of the local district and DPI ... local districts will submit to DPI any data requested by DPI and SBE...."

DPI is responsible for conducting a formative evaluation (consisting of a process evaluation and an implementation evaluation) during years 3, 4, 5, and 6 of the program (1993-94, 1994-95, 1995-96, 1996-97) and a summative evaluation following 1996-97. Therefore, DPI will need to collect most, if not all, of the evaluation data that a local site might collect for its own evaluation [.18(b)(2)(c)(2-3)].

> (b)(2) "The Department of Public Instruction shall conduct a process evaluation of each pilot site following the second through sixth years of the program. The evaluation shall determine how well plans have been implemented. The evaluation shall focus on staff development, organizational and instructional activities, and the involvement and acceptance of the project by all concerned groups including the board of education, administrators, teachers, parents, students, and the business community."
>
> (c)(2)"The State Department of Public Instruction shall audit the implementation of accountability models. Audits shall be conducted following the third, fourth, fifth, and sixth years of the program."
>
> (c)(3)"The State Department of Public Instruction shall conduct a summative evaluation following the sixth year of the program. Student outcomes shall be the focus of the summative evaluation."

Pilot Sites

Pilot sites are to specify how they will evaluate their OBE program in the plan submitted. They are to submit to the Department of Public Instruction all data requested by the Department of Public Instruction or the State Board of Education.

Evaluation Options

Pilot sites can choose Evaluation Option 1 or Evaluation Option 2, outlined in the boxes that follow.

Evaluation Option 1:

a. Pilot site provides requested data to DPI for DPI's formative and summative evaluations.
b. Pilot site uses this information, along with DPI evaluation results, to report to the public.

If Option 1 is selected, the plan shall provide an assurance to cooperate with DPI in the data collection effort and explain how the LEA will use the results of the DPI evaluation efforts to report to the public.

Evaluation Option 2:

a. Pilot site provides requested data to DPI for DPI's formative and summative evaluations.
b. Pilot site conducts its own local formative and summative evaluation and uses its own evaluation results to report to the public.

If Option 2 is selected, the plan shall provide an assurance to cooperate with DPI in the data collection effort. In addition, the plan shall:

- Describe the evaluation design that is to be used in conducting a local (district) formative and summative evaluation of the local project.
- Explain how the results of the local evaluation effort will be reported to the public.

Components of the Evaluation Design

Regardless of which option is selected, the design should include descriptions of the following components:

- Conceptual framework for the evaluation.
- Evaluation questions to be addressed.
- Audiences who will receive evaluation reports.
- Instrumentation to be used.

- Populations that will be evaluated (for example: students, teachers, administrators, parents, community members) and how each will be evaluated.
- Data collection procedures.
- Data analysis plans.

Sets of Questions That Evaluation Shall Answer

All pilot sites, whether they select Evaluation Option 1 or Evaluation Option 2, will be asked to answer the questions that follow under "Project Implementation" and "Summative Effects." These questions will be the focus of the DPI evaluation effort and are presented here as guidance for those pilot sites who choose to design and implement their own evaluation designs.

Project Implementation

Was the project implemented as planned? To answer this question, answers shall be obtained to the sets of questions that follow.

Project Goals	• What were the project goals? • Were the project goals clearly stated and understood? • If the project goals were not implemented as planned, what changes were made and why?
Project Mission and Vision	• How were the mission and vision statements developed? • Who was involved in the development of the mission and vision statements? To what degree?
Project Ownership	• How was staff involved in the development of the OBE plan? • Who was involved in the review/development of exit outcomes and proficiencies? • What process was used to secure sign-off by a majority of the staff on the local pilot site plan? • What process was developed to assure the involvement of parents or guardians in the selection of high school options for students?

Capacity of Project Staff	• What staff development occurred for teachers? Who was involved? When was it provided? How did it relate to the plan? • What staff development occurred for administrators? Who was involved? When was it provided? • What staff development occurred for local school board members? Who was involved? When was it provided? • What groups were involved in the implementation of the project? • What organizational and instructional activities were developed and implemented? With whom? • To what degree did teachers endorse Outcome-Based Education? Administrators? School board members? Community members? • What demonstrations of learning by teachers exist? By administrators?
Support Structures	• What changes occurred in the use of instructional staff? Instructional support staff? Administrative staff? Others? • How were school-based adult advocates established for each student? • What requests for waivers from state statutes or regulations were requested? How were these requests determined? Who was involved? Were waivers granted? If no, why not? • What human resource practices changed? Why? To what effect? • When was the plan submitted to DPI? When was it approved by the State Board? What changes needed to be made in the plan? What revisions were made to the plan each year? Why? • To what degree and how are staff collaborating on OBE? How has this collaboration changed? • How was the annual report developed? By whom? With whom was it shared? What did it contain? • What teacher or administrator assessments exist? Who was involved in their development? How are they aligned with the curriculum to facilitate the achievement of student outcomes? What settings exist? How often are assessments done?
Instructional System and Delivery	• What are the components of the curriculum framework? How was it developed? What makes up the common core of knowledge for all students? • What is the process for developing Personal Education Plans (PEPs)? How are they used? • What relationships exist between the instructional delivery process and student demonstrations of learning?

Assessment and Credentialing	• What is the student assessment process? Who was involved in its development? How is it aligned with the curriculum to facilitate the achievement of student outcomes? What assessment settings exist? How often are assessments done? • How was the student credentialing system developed? Who was involved? What criteria exist for student advancement? What procedures exist for awarding student credit? What are the requirements for graduation? Were students informed from the beginning about criteria for student advancement?

Summative Effects

What are the summative effects of the OBE pilot project? This question requires answers to sets of questions about (1) the school effects of the project and (2) the student effects (outcomes) of the project.

Whenever possible, the evaluation of summative effects should focus on change data (in other words, change in outcomes over time from a baseline period prior to program implementation). This means that baseline data shall be secured during the planning year before actual project implementation begins. Data should be analyzed by age, race, and sex.

School Effects of the Project	• What changes occurred in the school district's performance in relationship to its advantagement index? • What changes occurred in the school climate? • What changes occurred in student attitudes? Teacher attitudes? Administrator attitudes? Attitudes of the community? • What changes occurred in teacher absenteeism? • What changes occurred in the staff turnover rate? • To what degree has Outcome-Based Education been accepted by students? By teachers? By administrators? By the community? • How successful were the staff development activities in increasing staff knowledge and developing skills? In changing or developing staff attitudes? • What were the effects of the project's organizational and instructional activities on students? On staff? On others? • What were the effects of the project's organizational and instructional structures on students? On staff? On others? • To what degree will the project be institutionalized (in other words, continued after the end of the pilot project)?

Student Effects (Outcomes) of the Project	• What changes occurred in the generic achievement of students (for example, on End-of-Course/End-of-Grade Test scores, on SAT scores, on scores from locally developed accountability model)? • What changes were there in the number and types of courses taken by students? • How successful were students according to the results of authentic assessments (for example, portfolios, demonstrations)? • What changes occurred in the number of Advanced Placements or other indicators of high achievement? Number/percent of identified at-risk students? • Was there an increase in the number of students reaching levels of proficiency? In the number of students scoring at or above typical age-level performance? In student and teacher participation rates? In early administration of proficiency tests? • Was there more variation in when students take the proficiency tests? Did students pass proficiency tests earlier? Was there a decrease in the number of students identified as remedial or exceptional? Was there an increase in the performance of exceptional students and students in remedial programs? • What evidence exists that graduating students if any, met the Exit Outcomes?

Auditing Perspective

An audit is to be conducted by the Office of the State Auditor following the first and second years of the program (by about September 1993 and 1994). The audience for these audits is the General Assembly [.18(a)].

> (a) State-Level Program Evaluation Procedures - A program audit shall be conducted by the Office of the State Auditor following the first and second years of the program. The audit shall certify that the State Board of Education and State Department of Public Instruction have implemented procedures as specified by the General Assembly. The audit shall focus on the autonomy and flexibility given to the local school administrative units in the development of outcome-based education models and plans so as to determine if the appropriate amount of autonomy and flexibility was sought and granted and if the autonomy and flexibility were used properly.

Since the first year is primarily a planning year, the focus of the first audit will be on the process of developing local plans. The audit conducted during the second year is to address two monitoring questions:

- Do "local plans contain elements [of Outcome-Based Education] as specified by the General Assembly"?
- Were "teachers and building level administrators ... involved in the development of the plans"?

(b) Local-Level Program Evaluation Procedures--(1) The program audit conducted by the Office of the State Auditor following the second year of the program shall include a local-level procedures component. The audit shall certify that local plans contain elements as specified by the General Assembly. The audit shall also certify that teachers and building level administrators were involved in the development of plans." [.18(b)(1)]

Report to the Public

There should be an ongoing communication of results to the public. At a minimum, an evaluation report shall be prepared annually and shared with the public. Each report should:

- Describe program goals, activities, and accomplishments. Information gathered on implementation and process can be used to report on activities and changes in program implementation.
- Contain specific information about the contributions of teachers, administrators, and the local board of education to the implementation and the success of the OBE program and about their contributions to student progress as a result of OBE program participation.
- Be shared with the public. It is suggested that this public include the media, teacher and administrator organizations, parent organizations, student organizations, local libraries, and civic organizations.

Section 4: Completing Requests for Waivers

The Outcome-Based Education legislation grants each local school administrative unit participating in the pilot program flexibility with regard to statutes and regulations:

> "In developing and administering local projects, local boards of education need broad decision making authority so that teachers and administrators at the sites can experiment with the instructional activities that meet the instructional needs in that particular setting. Each local school administrative unit shall set forth in its plan, with specificity, those aspects of the plan that would be enhanced by flexibility with regard to statutes and regulations..." [.15 (d)]

Local planners should identify areas where expanded flexibility from state statutes or state regulations will be necessary to implement their local OBE plan. It is suggested that sites first develop their vision and plans for OBE, then determine what waivers are necessary to achieve those plans.

Sites participating in OBE or both OBE and P-BAP are to submit waivers through the following OBE Approval process:

- Individual waiver requests may be submitted or clusters of waivers impacting on one area may be "bundled" around one justification or purpose and submitted jointly.
- For each requested waiver, or bundle of waivers, local planners shall complete the OBE Pilot Program Waiver Request form. (See Appendix C, page 37).
- Local pilot projects are to submit their first requests for waivers **by March 15, 1993**, as part of their local plans.
- An interagency team from the Department of Public Instruction will review the waiver requests, along with the plan, and work with the pilot sites to answer any questions. The interagency team will recommend their approval in June, when the State Board of Education is scheduled to review the local plans.
- After the initial approval of local plans in June 1993, subsequent waiver requests are to be submitted each October or with plan modifications each March 15. Additional waiver requests also require a vote by LEA personnel.

Section 5: Developing Timelines

Department of Public Instruction

The figure below is a sequential list of due dates and timeframes related to submission, approval, implementation, and modification of OBE pilot programs.

No later than **March 15, 1993**	LEAs submit plans for DPI review.
No later than **May 30, 1993**	DPI reviews plans, works with sites to assure implementation, provides technical assistance.
March 15-June 1, 1993	SBE receives plans and DPI comments.
No later than **June 15, 1993**	SBE approves/approves with modifications/ rejects local plans.
June 1993	LEAs begin implementation immediately of projects approved or approved with modifications by SBE.
***March 15-May 15, 1994**	LEAs submit to DPI any data requested and any proposed plan modifications.
*No later than **May 30, 1994**	DPI reviews data/proposed changes and works with sites.
***March 15-June 1, 1994**	SBE receives data/proposed changes and comments from DPI; considers results of audits and evaluations.
*No later than **June 15, 1994**	SBE reapproves, reapproves with modifications, rejects local plans.

*This sequence of events is continued annually in 1995, 1996, and 1997.

Local Pilot Timelines

Local pilot units are to complete an implementation timeline and benchmarks of major activities. An example of such a timeline is given on page 23.

OBE Timeline

	1991-92 (Year 1)	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
SBE (DPI):	Develop expectations/proficiencies as specified													06/15
	Develop plan to solicit private funds for pilots													
	Develop competitive process					10/10								
DPI	Initiate process/conduct regional briefings						11/30							
	Receive LEA proposals									02/29				
	Review LEA proposals(involve advisory comm.)													
	Make recommendations to SBE											04/30		
	Work with IHE/Community College													
SBE:	Select pilot sites													06/15
	Adopt expectations/graduation proficiencies													06/15
Auditor:	Audit SBE and DPI (focus on autonomy/flexibility)													
	1992-93 (Year 2)	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LEAs:	Develop local OBE program	06/15									03/15			
	Submit plans for review										03/15			
DPI:	Provide technical assistance to sites to develop plans													
	Review plans										03/15		05/30	
SBE:	Review plans/DPI comments/approve or reject plans										03/15			06/15
Auditor:	Audit LEAs, SBE and DPI													06/15
LEAs:	Begin implementation immediately													
	Develop and implement accountability models													
	1993-97 (Years 3–6)	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LEAs:	Submit to DPI data specified and plan modifications										03/15		05/15	
DPI:	Receive data and proposed changes; work with sites										03/15		05/30	
	Conduct process evaluation; audit accountability models													
SBE:	Review above information/approve or reject										03/15			06/15
	1997–98 (Year 7)	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
DPI:	Conduct summative evaluation													
SBE:	Submit evaluation to General Assembly										03/15			

Section 6: Developing the Budget

The Outcome-Based Education legislation specifies the following provisions regarding use of OBE funds: "These funds shall be used (i) for staff development activities, including planning activities, for teachers, administrators, and school board members, (ii) to pay substitute teachers while teachers are engaged in staff development activities, (iii) to pay 10-month employees for participating in staff development activities, including planning activities during the summer, and (iv) to allow the pilots to use funds for specific other purposes such as evaluation, dissemination of information, and implementation of proficiencies." [199(b) as revised 1992]

- On March 15, 1993, local pilot units are to submit a budget projection for 1993-94 using the budget form. (See page 38.)
- Additional pages are to be attached detailing the use of materials and supplies and how they are necessary to the implementation of the OBE pilot project.
- Local sites are also to attach additional pages listing the equipment to be purchased and how that equipment is necessary to the implementation of the OBE pilot project.
- In addition, pilot units are to list "specific other purposes" for which they have budgeted and indicate the relationship of those items to activities specified in the legislation.
- Budgets for subsequent years shall be submitted **annually on or before March 15**.

Appendices

Appendix A

Checklist on Criteria for Outcome-Based Education

Checklist on Criteria for Outcome-Based Education

Use this checklist as an advance organizer. As you complete your plan, write in the boxes below the page number(s) of your plan on which each OBE criteria is addressed. Please submit the completed checklist with your plan.

Page #	OBE Criteria:
	1. A vision and a collectively endorsed local mission statement that reflect staff commitment to: a. Achieving learning success for all students on significant, future-driven exit outcomes that are essential to future success as students and adults; b. Implementing conditions and strategies that maximize all students' opportunities for success on these exit outcomes; and c. High expectations for all students.
	2. Clearly defined, publicly derived, state-adopted exit outcomes and high school graduation proficiencies that: a. Directly reflect the knowledge, competencies, and skills needed to be successful in the 21st century; and b. All students successfully demonstrate before they graduate.
	3. A tightly articulated curriculum framework of outcomes and performances that: a. Is derived directly from these significant, future-driven exit outcomes; b. Integrates knowledge, competencies, and skills across domains of learning; and c. Directly facilitates achieving the exit outcomes.
	4. A system of instructional decision making and delivery that consistently: a. Assures successful demonstration of all outcomes and performances for all students; b. Makes needed instruction available to students on a timely basis throughout the year; c. Employs a rich diversity of methods and strategies that encourage all students to be challenged and successful; and d. Deliberately provides more than one uniform, routine chance for students to be successful, even after regular reporting periods have ended.
	5. A system of instructional placement, grouping, and eligibility that consistently: a. Provides all students access to challenging curriculum and learning experiences; b. Enables all students to advance through the curriculum whenever they can successfully demonstrate essential performance prerequisites; and c. Fosters inclusion of all students and discourages tracking based on aptitude test scores, quotas, comparative grading, and other bell-curve approaches to instructional placement.

Checklist on Criteria for Outcome-Based Education (continued)

Page #	OBE Criteria:
	6. A criterion-based, consistently applied system of assessment, performance standards, student credentialing, and reporting that: a. Is tightly aligned with exit outcomes and proficiencies; b. Emphasizes applied learning in relevant, life-role contexts; c. Encourages students to attain high performance levels on everything they pursue; d. Documents what students do successfully whenever they are able to do it; e. Enables student advancement based on demonstrations of competence and not on arbitrary systems such as lock-step grade levels based on age and time; f. Enables students to demonstrate and receive full credit for improved learning on a timely basis any time prior to graduation; and g. Prevents and avoids harmful comparisons among students.
Page #	Change Criteria:
	7. Procedures for establishing and maintaining collective ownership of OBE and appropriate empowerment of all staff that: a. Provide for the involvement and investment of the organization and the public in the vision, mission, and outcomes; b. Build the commitment of administration and staff necessary to gain approval of the plan; and c. Foster effective leadership styles and systems of management that empower staff in roles and responsibilities necessary to implement OBE.
	8. A plan for building the capacities of all personnel that will, on a systematic basis: a. Develop understanding of OBE concepts, related roles, and necessary changes for effective performance; and b. Provide for professional growth and improvement within and throughout the system.
	9. Support structures that will facilitate and promote the implementation of a comprehensive outcome-based education system with consideration given to potential changes in: a. Policies, regulations, and procedures; b. Instructional and support personnel roles; c. Organizational hierarchy and decision making; d. Communication network that anticipates and solves problems; e. Human resource practices of recruitment, selection, performance appraisal, and out-counseling of personnel; and f. Finance and budget.

Checklist on Criteria for Outcome-Based Education (continued)

Page #	Change Criteria:
	10. A climate conducive to the implementation of an effective OBE system that: a. Expects students and staff to perform at high quality levels; b. Fosters staff team work and integrated role functions across traditional areas; c. Establishes norms and values that recognize and reward innovation, flexibility, risk-taking, and growth; d. Promotes pride in individuals, the system, and success; and e. Creates an atmosphere of freedom and creativity in the pursuit of successful student learning.
	11. An ongoing system of program improvement and accountability that: a. Provides for systematic monitoring and appraisal of the change process and OBE implementation; b. Guides responsive decision making and adjustments in policy, personnel, and program practices; c. Tracks indicators of program and system effectiveness; and d. Holds staff accountable for the results of their decisions and practices within the framework of an encouraging climate and culture.

Appendix B

OBE Legislative Requirements Checklist

OBE Legislative Requirements Checklist

Use this checklist as an advance organizer. As you complete your plan, write in the boxes below the page number(s) of in your plan on which each OBE legislative requirement is addressed. Please submit the completed checklist with your plan.

Page #	Requirement:
	1. The State Board of Education shall adopt expectations for student achievement, necessary for students to function successfully in the next century...(and)...shall adopt proficiencies that are required for graduation from high school. These expectations and proficiencies...shall be used by the sites to develop their local outcome-based education projects. [.13(b)]
	2. The program shall ensure that all students have access to a common core of knowledge and that all students are treated equitably. [.14(c)(1)]
	3. Student advancement shall be based on the mastery of the proficiencies adopted by the State Board of Education pursuant to G.S. 115C-238.13(b). [.14(c)(2)]
	4. Students shall be allowed to progress at different rates; however, expectations for progress shall be based on the goal that all students master the proficiencies required for high school graduation. [.14(c)(3)]
	5. Computer assisted, personal education plans shall be available for every student [.14(c)(3)]
	6. Parents and guardians shall be involved in a student's selection of high school completion options. [.14(c)(4)]
	7. Teachers and principals shall have a major role in development of local projects. [.14(c)(5)]
	8. A majority of the teachers and principals who will participate in the pilot project shall approve the...plans for the local program before they are submitted to the Department of Public Instruction. [.14(c)(6)]
	9. Programs shall provide each student a school-based adult advocate to foster self-esteem, protect learning options, ensure that student needs are being met, and ensure that students are being treated equitably. [.14(c)(7)]
	10. Projects shall be shared with the public. Annual reports describing program goals, activities, and accomplishments shall be made available to the public. The reports shall contain specific information regarding the contributions of teachers, administrators, and the local board of education to the program, and to student progress under the program. [.14(c)(8)]
	11. No later than March 15, 1993, the sites shall submit their plans to the Department of Public Instruction for review [.15(a)]
	12. In developing its local plan, each local school administrative unit shall select the outcome-based education model to be followed. [.15(c)]
	13. Each local school administrative unit shall determine the instructional programs and strategies used to develop student proficiencies at its site. [.15(c)].

OBE Legislative Requirements Checklist (continued)

Page #	Requirement:
	14. Under the plan, teachers shall determine when the proficiencies of a group of students are assessed; provided, however, state-administered tests shall be used to test proficiencies at a site no more than four times a year. [.15(c)]
	15. Student advancement shall be determined by school-based personnel assigned to oversee the instructional program of a group of students. [.15(c)]
	16. Each local school administrative unit shall set forth in its plan, with specificity, those aspects of the plan that would be enhanced by flexibility with regard to statutes and regulations...so long as the projects and activities are carried out within total funds available for that purpose, and...the State Board of Education does not find that the flexibility is being abused. [.15(d)]
	17. Local projects may include model accountability programs that meet the needs of the project sites. To the extent that the State Board of Education finds that these accountability programs provide sufficient data for oversight, they may be used instead of other state-mandated programs. [.15(e)]
	18. Local projects shall include plans to train and retrain teachers, administrators, and school board members to implement the projects. [.15(f)]
	19. The project sites shall begin implementation immediately of projects approved, or approved with modifications, by the State Board. [.16(c)] also [.17(d)].
	20. Between March 15 and May 15 of each subsequent year of the project, the projects shall submit to the Department of Public Instruction any data requested by the Department of Public Instruction or the State Board of Education and any proposed changes in the projects. [.17(a)]
	21. Local pilot sites shall develop and implement accountability models designed to measure student outcomes. The plans shall include the use of tests available through the State's testing program. Accountability models shall be part of the site plans submitted to the State Board for approval. [.18(c)(1)]
	22. These funds shall be used (i) for staff development activities, including planning activities, for teachers, administrators, and school board members, (ii) to pay substitute teachers while teachers are engaged in staff development activities, (iii) to pay 10-month employees for participating in staff development activities, including planning activities during the summer, and (iv) to allow the pilots to use funds for specific other purposes such as evaluation, dissemination of information, and implementation of proficiencies. [199(b) as revised 1992]

Appendix C

Forms

Date Submitted: _____	Date Received: _____

Outcome-Based Education Pilot Program Plan
1993-97
Cover Sheet

Local Education Agency: _____

Contact Person: _____

Title: _____ Telephone: _____

Form 2

Statement of Assurance

I. Development of Local OBE Plans

Signatures certify that:

A. Local planners used state adopted student expectations and graduation proficiencies to develop their plan.

B. Teachers and administrators were involved in the development of their plan.

Report the number of staff involved and describe how involvement was achieved: (Attach additional pages if necessary.)

_____

_____

_____

II. Approval of Local Plans

Signatures certify that:

A majority of both teachers and principals who are participating in the pilot project have voted on and approved the local pilot site plans.

Describe the specific **process** used to obtain that approval:

_____

_____

_____

_____

Specify **results** obtained by school and total system (e.g., number/percent voting):

_____

_____

_____

_____

Attach **documentation** to substantiate your results (e.g., ballots, surveys used):

_____

_____

_____

_____

III. Evaluation

Signatures certify that:

A. The local pilot site will use Option 1 ☐ or Option 2 ☐ to evaluate its program.

B. The local pilot site will cooperate with DPI in all data collection necessary to conduct the formative and summative evaluation of the Outcome-Based Education Pilot Program.

IV. Approval of Plan

Signatures certify that the undersigned have read and approved the OBE plan for our administrative unit.

_____

Signature of Local Superintendent Date

_____

Signature of Local Board of Education Chair Date

OBE Pilot Program Waiver Request

LEA_____ **Code**_____ **Districtwide** _____ **School Specific**_____

Use one sheet per waiver. Please check whether you are requesting a waiver from a statute or regulation. Cite the reference and give the text of the specific statute or regulation. Attach additional pages as necessary.

[ ] Statute [ ] Regulation Reference: _____

Text: _____

Waiver Requested: _____

Reason requested waiver is needed to implement OBE Plan: _____

Impact of requested waiver on student performance: _____

Form 4

Outcome-Based Education Pilot Program

Proposed Budget
19_____- 19__

Staff Development Activities (for teachers, administrators, school board members)	$
Substitute Teacher Fees	$
Salary for 10-month employees (for summer staff development)	$
Travel	$
Materials/Supplies - List items and how they relate to the requirements in section 115C-238.19 and 199(b) as revised 1992. (Attach additional pages as necessary.)	$
Equipment - List items and how they relate to activities of pilot (Attach additional pages as necessary.)	$
Specific Other Purposes - List items and how they relate to activities specified in the legislation. (Attach additional pages if necessary.)	$
TOTAL	$

Appendix D

Authorizing Legislation - 1991

Requested by: Representatives Payne, Fussell, Barnes, Nesbitt, Diamont, Senators Basnight, Plyler, Barnes, Ward, Warren

-----OUTCOME-BASED EDUCATION

Sec. 199. (a) Article 16 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 5. Outcome-Based Education Program.

"§ 115C-238.12. Purpose of program.

An outcome-based education program is a program in which expectations for student achievement are clearly stated in terms of knowledge, skills, and attitudes. Students develop skills and attitudes to maximize the acquisition of knowledge. The program recognizes that achievement occurs as a result of individual and developmental progress towards goals, and reflects that students learn at different rates using varying learning styles. Outcome-based education measures achievement periodically throughout the learning process and is the criteria for high school graduation. Measurement of student achievement is implemented by teachers to complement varied learning growth and styles. The results of those measurements are used to determine when a student understands and has mastered the material and is ready to move forward in the learning process.

"§ 115C-238.13. Implementation of the project by the State Board of Education.

(a) The State Board of Education shall develop and implement an outcome-based education program. The State Board of Education shall select four sites to participate in the program for five fiscal years beginning with the 1992-93 fiscal year. The first year of the project shall be a year for the sites to plan their projects. The remaining four years shall be to implement the projects and to demonstrate their effectiveness.

(b) The State Board of Education shall adopt expectations for student achievement, necessary for students to function successfully in the next century. These expectations shall be consistent with national education goals recommended by the National Governors' Association in 1990. The State Board of Education, after consultation with the Board of Governors of The University of North Carolina, the State Board of Community Colleges, representatives of independent colleges, representatives of the business community, representatives of the Department of Public Instruction, representatives of local school administrative units, principals, teachers, and parents, shall adopt proficiencies that are required for graduation from high school. These expectations and proficiencies shall be adopted no later than June 15, 1992, and shall be used by the sites to develop their local outcome-based education projects.

The proficiencies that are required for graduation from high school may include:

(1) Writing -- High school graduates will be able to organize complex, demanding, and extended subject matter clearly and effectively. They will produce structured writings in which relationships between successive paragraphs are signaled by connective words and phrases. They will punctuate their writing so that meaning and structure are clear.

(2) Reading -- High school graduates will be able to make independent and discriminating selections from a range of reference materials, retrieve information from those materials using techniques such as

skimming; and evaluate and synthesize information from different parts of a text or different texts.

(3) Mathematics -- High school graduates will be able to present a set of complex data in a simplified form using a variety of diagrams and graphs.

(c) The State Board of Education, the Board of Governors of The University of North Carolina, and the State Board of Community Colleges shall work jointly to develop a mechanism by which the institutions of higher education accept certification of proficiencies on high school transcripts in lieu of Carnegie units.

"§ 115C-238.14. Selection of sites.

(a) No later than October 10, 1991, the State Board of Education shall develop a competitive process for the selection of project sites.

(b) No later than November 30, 1991, the Department of Public Instruction shall initiate the competitive process for the selection of project sites and shall conduct regional briefings for local school administrative units interested in submitting proposals. The regional briefings shall provide detailed information about outcome-based education models so local school administrative units can decide whether to compete for selection as a project site.

(c) No later than February 29, 1992, local school administrative units shall submit their proposals to the Department of Public Instruction. The proposal may cover all or part of the schools in a local school administrative unit.

The proposal shall include information regarding the local school administrative unit's plan for, ability to, and commitment to complying with the following requirements for local programs:

(1) The program shall ensure that all students have access to a common core of knowledge and that all students are treated equitably.

(2) Student advancement shall be based on the mastery of the proficiencies adopted by the State Board of Education pursuant to G.S. 115C-238.13(b).

(3) Students shall be allowed to progress at different rates; however, expectations for progress shall be based on the goal that all students master the proficiencies required for high school graduation. Computer assisted, personal education plans shall be available for every student.

(4) Parents and guardians shall be involved in a student's selection of high school completion options.

(5) Teachers and principals shall have a major role in development of local projects.

(6) A majority of the teachers and principals who will participate in the pilot project shall approve the proposal for selection as a pilot site and the plans for the local program before they are submitted to the Department of Public Instruction.

(7) Programs shall provide each student a school-based adult advocate to foster self-esteem, protect learning options, ensure that student needs are being met, and ensure that students are being treated equitably.

(8) Projects shall be shared with the public. Annual reports describing program goals, activities, and accomplishments shall be made available to the public. The reports shall contain specific information regarding the contributions of teachers, administrators, and the local board of education to the program, and to student progress under the program.

(d) The Department of Public Instruction shall review the proposals and shall transmit its recommendations regarding the sites to the State Board of Education no later than April 30, 1992. The Department of Public Instruction shall involve an advisory committee comprised of business leaders, legislators, school board members, public school administrators, and other educators in the review process.

(e) The State Board of Education shall select the project sites no later than June 15, 1992. The State Board shall base its decision on the local school administrative units' plans for, ability to, and commitment to complying with the requirements for local programs set out in subsection (c) of this section.

"**§ 115C-238.15. Development of local programs by the project sites.**

(a) From June 15, 1992, through March 15, 1993, the project sites shall develop their local programs. No later than March 15, 1993, the sites shall submit their plans to the Department of Public Instruction for review. No later than May 30, 1993, the Department shall review the plans and work with the sites to assure that the plans carry out the provisions of this Part.

(b) The Department of Public Instruction shall provide technical assistance to the sites in developing their local programs.

(c) In developing its local plan, each local school administrative unit shall select the outcome-based education model to be followed. Each local school administrative unit shall determine the instructional programs and strategies used to develop student proficiencies at its site. Under the plan, teachers shall determine when the proficiencies of a group of students are assessed; provided, however, State-administered tests shall be used to test proficiencies at a site no more than four times a year. Student advancement shall be determined by school-based personnel assigned to oversee the instructional program of a group of students.

(d) In developing and administering local projects, local boards of education need broad decision-making authority so that teachers and administrators at the sites can experiment with the instructional activities that meet the instructional needs in that particular setting. Each local school administrative unit shall set forth in its plan, with specificity, those aspects of the plan that would be enhanced by flexibility with regard to statutes and regulations. The State Board of Education may grant each local school administrative unit such flexibility with regard to statutes and regulations as it finds necessary and appropriate to implement a local program (i) so long as the projects and activities are carried out within total funds available for that purpose, and (ii) so long as the State Board of Education does not find as a fact that the flexibility is being abused.

The State Board of Education shall report such flexibility with regard to statutes and regulations contained in any projects or proposed changes to projects to the Joint Legislative Commission on Governmental Operations.

(e) Local projects may include model accountability programs that meet the needs of the project sites. To the extent that the State Board of Education finds that these accountability programs provide sufficient data for oversight, they may be used instead of other State-mandated programs.

(f) Local projects shall include plans to train and retrain teachers, administrators, and school board members to implement the projects.

"**§ 115C-238.16. Approval and implementation of plans.**

(a) Between March 15, 1993, and June 1, 1993, the State Board of Education shall receive plans for projects from the project sites and the comments of the Department of Public Instruction regarding the projects.

(b) No later than June 15, 1993, the State Board of Education shall approve the plans for the projects, approve the plans with modifications, or reject the plans.

(c) The project sites shall begin implementation immediately of projects approved, or approved with modifications, by the State Board.

"§ 115C-238.17. Annual assessment and reapproval of plans.

(a) Between March 15 and May 15 of each subsequent year of the project, the projects shall submit to the Department of Public Instruction any data requested by the Department of Public Instruction or the State Board of Education and any proposed changes in the projects. No later than May 30 each year, the Department shall review the data and the proposed changes in the plans for the projects and shall work with the project sites to assure that the plans carry out the provisions of this Part.

(b) Between March 15 and June 1 of each subsequent year, the State Board of Education shall receive the data requested and the proposed changes in plans for projects from the project sites and shall receive the comments of the Department of Public Instruction regarding the data and the proposed changes in the projects. The State Board shall also consider the results of audits and evaluations performed pursuant to G.S. 115C-238.18.

(c) No later than June 15 of each subsequent year, the State Board of Education shall reapprove the plans and any changes for the projects, reapprove the plans and any changes with modifications, or reject the plans.

(d) The project sites shall begin implementation immediately of projects reapproved, or reapproved with modifications, by the State Board.

"§ 115C-238.18. Evaluation of program.

(a) State-Level Program Evaluation Procedures. -- A program audit shall be conducted by the Office of the State Auditor following the first and second years of the program. The audit shall certify that the State Board of Education and State Department of Public Instruction have implemented procedures as specified by the General Assembly. The audit shall focus on the autonomy and flexibility given to local school administrative units in the development of outcome-based education models and plans so as to determine if the appropriate amount of autonomy and flexibility was sought and granted and if the autonomy and flexibility were used properly.

(b) Local-Level Program Evaluation Procedures. --

(1) The program audit conducted by the Office of the State Auditor following the second year of the program shall include a local-level procedures component. The audit shall certify that local plans contain elements as specified by the General Assembly. The audit shall also certify that teachers and building level administrators were involved in the development of plans.

(2) The Department of Public Instruction shall conduct a process evaluation of each pilot site following the second through sixth years of the program. The evaluation shall determine how well plans have been implemented. The evaluation shall focus on staff development, organizational and instructional activities, and the involvement and acceptance of the project by all concerned groups including the board of education, administrators, teachers, parents, students, and the business community.

(c) Student-Level Outcomes Evaluation. --

(1) Local pilot sites shall develop and implement accountability models designed to measure student outcomes. The plans shall include the use of tests available through the State's testing program. Accountability models shall be part of the site plans submitted to the State Board for approval.

(2) The State Department of Public Instruction shall audit the implementation of accountability models. Audits shall be

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conducted following the third, fourth, fifth, and sixth years of the program.

(3) The State Department of Public Instruction shall conduct a summative evaluation following the sixth year of the program. Student outcomes shall be the focus of the summative evaluation.

(d) Reports to the General Assembly. -- The State Board of Education shall submit a summative evaluation report on the projects to the General Assembly no later than March 15, 1998.

"**§ 115C-238.19. Solicitation of private funds for additional sites.**

The State Board of Education shall design and implement a program for soliciting private funds to support the outcome-based education pilot sites. As funds become available, the State Board may request that the General Assembly authorize additional sites to participate in the program."

(b) Of the funds appropriated to the Department of Public Education, the sum of $100,000 for the 1991-92 fiscal year shall be used for advance planning for the outcome-based education program at four sites pursuant to subsection (a) of this section and the sum of $3,000,000 for the 1992-93 fiscal year shall be used to implement the program at the four pilot sites. These funds shall be allocated on the basis of $500.00 for each State-funded certificated employee participating in the program. These funds shall be used (i) for staff development activities, including planning activities, for teachers, administrators, and school board members, (ii) to pay substitute teachers while teachers are engaged in staff development activities, and (iii) to pay 10-month employees for participating in staff development activities, including planning activities during the summer.

It is the intent of the General Assembly to appropriate an additional $3,000,000 each year for the 1993-94 through 1996-97 fiscal years to complete the implementation of the outcome-based education program at the four sites.

(c) Of the funds appropriated for aid to local school administrative units for the 1991-92 fiscal year, the State Board of Education may allocate $2,019,940 to the Department of Public Instruction to implement and administer end-of-course tests, to continue the Preliminary Scholastic Aptitude Testing (PSAT) Program, and to

Appendix E

Authorizing Legislation - 1992

OUTCOME-BASED EDUCATION FUNDS

Sec. 58. (a) Section 199(b) of Chapter 689 of the 1991 Session Laws reads as rewritten:

"(b) Of the funds appropriated to the Department of Public Education, the sum of ~~$100,000~~ one hundred thousand dollars ($100,000) for the 1991-92 fiscal year shall be used for advance planning for the outcome-based education program at ~~four~~ pilot sites pursuant to subsection (a) of this section and the sum of ~~$3,000,000~~ three million dollars ($3,000,000) for the 1992-93 fiscal year shall be used to implement the program at the ~~four~~ pilot sites. ~~These~~ Of the funds appropriated for the 1992-93 fiscal year, the sum of one hundred thousand dollars ($100,000) shall be used by the Department of Public Instruction to provide technical assistance, evaluate programs, refine proficiencies and outcomes, and otherwise implement the program; the remainder of these funds shall be allocated first on the basis of ~~$500.00~~ five hundred dollars ($500.00) for each State-funded certificated employee participating in the ~~program.~~ program and then on a pro rata basis based on the number of State-funded certificated employees. These funds shall be used (i) for staff development activities, including planning activities, for teachers, administrators, and school board members, (ii) to pay substitute teachers while teachers are engaged in staff development activities, ~~and~~ (iii) to pay 10-month employees for participating in staff development activities, including planning activities during the ~~summer.~~ summer, and (iv) to allow the pilots to use funds for specific other purposes such as evaluation, dissemination of information, and implementation of proficiencies.

It is the intent of the General Assembly to appropriate an additional ~~$3,000,000~~ three million dollars ($3,000,000) each year for the 1993-94 through 1996-97 fiscal years to complete the implementation of the outcome-based education program at the ~~four~~ six sites."

(b) G.S. 115C-238.13(a) reads as rewritten:

"(a) The State Board of Education shall develop and implement an outcome-based education program. The State Board of Education shall select ~~four sites~~ six sites, at least one of which shall be a consortium, to participate in the program for five fiscal years beginning with the 1992-93 fiscal year. The first year of the project shall be a year for the sites to plan their projects. The remaining four years shall be to implement the projects and to demonstrate their effectiveness."

Appendix F

Draft State Exit Outcomes

What are the exit outcomes and graduation proficiencies referred to in the legislation?

The seven exit outcomes defined in the chart that follows were adopted in **draft** form by the State Board of Education in June, 1992. These outcomes will be further refined during 1992-93 based on input from the pilot sites. Additionally, pilot sites will be asked to participate in the development of graduation proficiencies. Once state exit outcomes and graduation proficiencies are finalized, OBE pilots will use them to develop their local outcome-based education project.

(DRAFT) Self-directed learners who:	- understand themselves as learners, - understand the nature of knowledge, - recognize the necessity for and acquire new knowledge and skills, - use tools of the disciplines, - develop and use different ways to learn, - set goals, - monitor and evaluate progress, - complete tasks, and - exhibit attitudes supportive of inquiry.
(DRAFT) Complex thinkers who:	- think creatively, - conceptualize and visualize, - reason, - make decisions, and - solve problems.
(DRAFT) Quality producers who:	- produce intellectual, practical, creative and artistic products, and services; - exhibit ethical behavior, pride, and ownership as producers and consumers; - explore, innovate, and improve the quality of products and services; and - improve the work and learning environment and productivity.
(DRAFT) Contributing citizens who:	within local, national and global contexts - know how economic, social, political and environmental systems work and interact; - operate effectively within those systems; - promote values, practices and policies that improve the quality of life; and - recognize the contributions of diverse cultures.

(DRAFT) Confident and competent individuals who:	- understand and affirm the uniqueness of selves and others; - recognize and address personal strengths and weaknesses; - communicate clearly and appropriately with varied audiences; - develop, refine, and work toward positive personal goals; - choose ethical courses of action and accept responsibility for them; - adapt to change; and - balance life roles by allocating time and other resources.
(DRAFT) Supportive persons who:	- build healthy personal relationships; - demonstrate concern and respect for others; and - recognize and honor diversity among social/cultural groups and individuals.
(DRAFT) Cooperative team members who:	- communicate effectively with others; - identify and use group process behaviors to make decisions and solve problems; and - work together effectively.